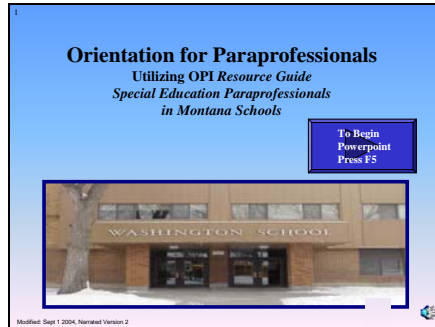


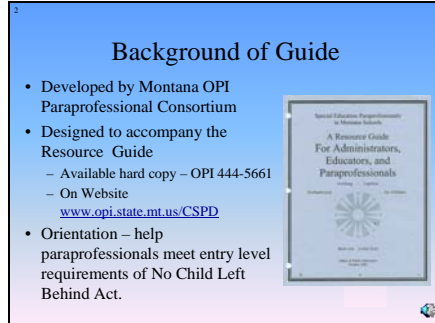
Orientation for Paraprofessionals Narration

Slide
1



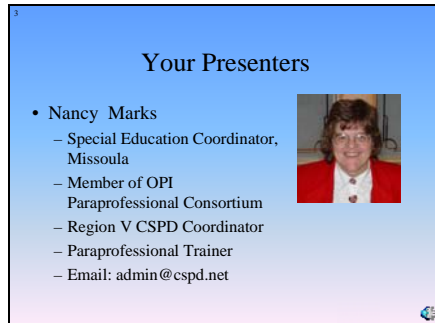
Welcome to the Orientation for
Paraprofessionals

Slide
2



This orientation has been developed under the direction of the Montana OPI Paraprofessional Consortium. This consortium was created in 1998 to assist in meeting the needs of paraprofessionals across the state of Montana. Several years ago, a OPI Resource Guide for School Administrators, Educators and Paraprofessionals was developed and has since been revised. This Orientation has been developed to accompany the Resource guide and to assist paraprofessionals in meeting the entry-level requirements of the No Child Left Behind Act.

Slide
3



My name is Nancy Marks. I am a special education coordinator in Missoula, a member of the OPI Paraprofessional consortium, the Region V CSPD Coordinator as well as a Paraprofessional Trainer. With me today is Brenda Mast.

Slide
4



Hi! I'm Brenda Mast. I am a Special Education Teacher in Glendive, MT. I am a member of the OPI Paraprofessional Consortium and have been involved with training paraprofessionals for the past three years. I also serve as a board member for the Region 1 CSPD. We are hopeful that you find this presentation informative and useful.

Orientation for Paraprofessionals Narration

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Purpose of Guide

- Provide overview for new paraprofessionals
- Facilitate communication between paraprofessional, teacher and administrator
- Entry-level competencies of *Montana Consortium/OPI Paraprofessional Portfolio and Competency Checklist* are emphasized


As a special education teacher, I have had paraprofessionals begin working with me with little if any previous experience. It was a frustration that I was always scrambling to find time to train, answer questions, and give guidance. In talking with other teachers they often felt the same frustration, not to mention how overwhelming it was for the new paraprofessional. It is our hope this orientation will provide information at a self-paced rate while introducing you to a great resource, the OPI Resource Guide for Administrators, Educators, and Paraprofessionals.

Slide
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How to Navigate

- Automatically moves from slide to slide
- When need to stop will see this

When ready to go on, hit ENTER or the click on the mouse button to continue with the presentation.



- To go on- just click on the mouse button or hit ENTER

This powerpoint is set up to automatically move from slide to slide until you need to stop and do an assignment. When you see the lady with the stop sign it means the slide will stop until you click on ENTER or click the mouse button to go on.

Slide
7

How to Navigate

- Trouble hearing the audio? Want to see the narration?
 - Turn on the slide show F5
 - Right click on mouse
 - Click on SPEAKER NOTES
 - Use your cursor to move it around on the screen
 - To go on- click anywhere on the screen.
- Go to a previous slide- use up arrow ↑
- To go forward- use the down arrow ↓
- To quit- ESC


If you have trouble hearing the narration and would like to see it as you go through the slide show do the following. Turn on the slide show using F5, Right click on the mouse and select SPEAKER NOTES. You can use your cursor to move the speaker notes around on the screen so you can read the slide and still see the speaker notes. To go on just click anywhere on the screen.

If you want to back up to a previous slide use the Up arrow. To go forward or skip a slide use the down arrow. To quit, just hit ESCape on your keyboard.

Orientation for Paraprofessionals Narration

Slide
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How do I use this orientation.....

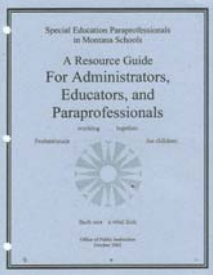


- You should have the following hand-outs in your packet..

~Paraprofessional Orientation Manual- corresponds with this presentation

To use this orientation you will need a couple of handouts. First of all you will need the Paraprofessional Orientation Manual that corresponds with this presentation

Slide
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OPI Resource Guide

A Resource Guide for Administrators, Teachers and Paraprofessionals

Second, you will need a copy of *OPI Resource Guide for Administrators, Teachers and Paraprofessionals*.

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What You Need

- If you don't have these resources
 - Go to www.opi.state.mt.us/CSPD
 - Paraprofessional Resources
 - Download and print both files

OR

Call OPI at 406-444-5661 and ask for a copy of the OPI Paraprofessional RESOURCE GUIDE and the Orientation Manual.

- Available free of charge

If you do not have these resources, stop now and go to the CSPD website and then to Paraprofessional Resources.

Download and print both files


OR-

Call OPI at 406-444-5661 and request a copy of the RESOURCE GUIDE and ORIENTATION MANUAL. They are available free of charge.

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How do I use this program..

- View this presentation
- Additional resource guide pages corresponding with the information on each slide can be found at the top of various slides.
- Use this presentation to acquaint yourself with the *OPI Resource Guide* to use for future reference



Guidelines for using this orientation

1. View this presentation. Periodically throughout the presentation you will see a blue icon with OPI and page numbers in it. This refers to pages in the OPI Resource Guide. When you see that icon, turn to those pages and use this presentation to acquaint yourself with the Resource Guide. Our hope is that you will become well acquainted with this guide and have it as a resource to refer to in the future when further questions come up.

Orientation for Paraprofessionals


Narration

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How do I use this Program?

- Ways to use it
 - In a small or large group
 - As an individual- self-paced. Watch a section, Stop and practice info and then do next section
 - With a partner- Watch a section. Stop and do assignments, talk to your partner and then do next section




This program can be used in a variety of ways. You can view the presentation in either a small or large group, stopping periodically to complete the assignments and discuss points along the way. You could also use it as a self paced program. Watch each section, stop, complete the assignments, and discuss questions with a teacher or principal. Then return to the presentation and watch the next section and repeat. Finally you could view this presentation with a partner, stop after each section, complete the assignments, discuss the information and then return and watch the next section. Use whatever method works best for you.

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Assignment icon →

- Assignments are designated by this picture. Complete the Assignments in the Paraprofessional Orientation Manual
- Turn the manual into the designated person- check the manual- pg 2 identify this person
- Also note on pg 2 who to talk to when you have questions
- Use page 2 to check assignments completed to track your progress.



Periodically throughout the presentation, you will see this icon. This refers to assignments that are listed in the Paraprofessional Orientation Manual. When you see the icon, turn to the manual and follow the directions given. When you have completed the presentation and manual, turn it into the designated person. Check page 2 of the manual to see who this person is. Also note on page 2, who the designated person is to talk to in your building. If nothing is noted on that page, talk to your supervisor and ask him or her who to talk to when you have questions. Also use page 2 to check off when you have completed an assignment to track your progress.



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Audience

- Who are you?
- Introduce yourself to others with you
 - Name
 - Position
 - Experience you've had in education or working with children/students

When ready to go on, hit ENTER or the click on the mouse button to continue with the presentation.

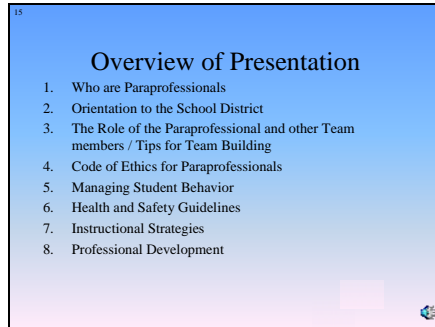


We're almost ready to begin. If you are viewing this presentation with others, take a few minutes to introduce yourself to them. Tell them your name, your position and the experience you have had in education or working with children/ students.

Orientation for Paraprofessionals

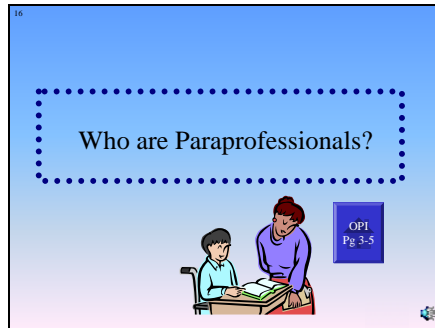
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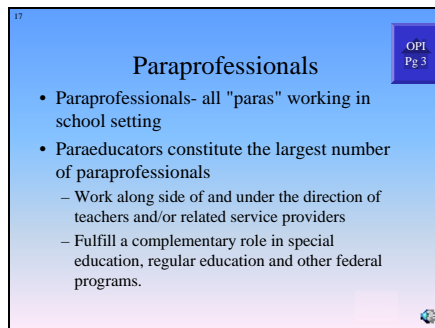
First an overview of this presentation. Today we will be covering the following topics: We will begin by defining paraprofessionals and talking about how to get oriented in your district. We will also cover the roles and responsibilities of paraprofessionals, the code of ethics that paras should follow. Then we will cover some basic introductory information about managing student behavior, health and safety guidelines, and instructional strategies. Finally, we will help you identify your professional development needs to become a better para!

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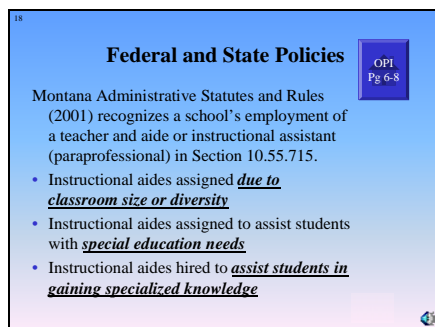
Part 1: Who are paraprofessionals? Pages 3-5 in your OPI Resource Guide help clarify and describe duties of paraprofessionals.

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Paraprofessionals are those persons who work along-side of and under the direction of professionals to assist them. Paraeducators constitute the largest number of paraprofessionals and include those who work along side of and under the direction of educators and related service personnel, such as speech language pathologists, occupational or physical therapists. Paraprofessionals work in special education, regular education and with other federal programs such as Title I.

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Paraprofessionals are recognized in Montana Administrative Statutes and Rules to assist in the case of classroom size or diversity, to assist students with special education needs or to assist students in gaining specialized knowledge.


Orientation for Paraprofessionals Narration

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No Child Left Behind Act of 2001 OPI Pg 7

- Paraprofessional is an employee who provides instructional support in a program supported by Title I, Part A Funds
 - Provide one-on-one tutoring if tutoring is scheduled at time when student would not otherwise receive instruction from teacher
 - Assist with classroom management
 - Provide instructional assistance in computer laboratory
 - Conduct parental involvement activities
 - Provide support in library or media center
 - Act as translator
 - Provide instructional support services under direct supervision of a teacher



In 2001, the No Child Left Behind Act was passed. This act defined paraprofessionals as those employees who provide instructional support specifically supported by Title I. They have many tasks including providing one-on-one tutoring, assisting in classroom management, assisting in a computer laboratory, providing support in library media centers as well as other tasks.

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**IDEA
(Special Education Law)**


- Special Education law-reauthorized in 1997
- In process of being reauthorized.
- Anticipated that paraprofessionals will have similar job description and responsibilities as NCLB

Paraprofessionals have been hired in area of Special Education for many years. The last time the Special Education law or IDEA was "reauthorized" or redone was in 1997. It is presently in the process of reauthorization and completion is anticipated in 2004 or 2005. It is anticipated that paraprofessionals will have similar job descriptions and responsibilities as those working for districts under NCLB.

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**ORIENTATION TO THE
SCHOOL DISTRICT**



OPI Pg 18-25

We will now discuss the paraprofessional's orientation to the school district. This orientation will help you to know what your individual orientation may include. Please turn to page 18 of your OPI Resource Guide. Please pay attention to the checklist on page 19 which will give you a quick, concise list of things you may need to know.


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Professional Orientation to the School District OPI Pg 18-25

Orientation to the School Building

- ✓ Safety and emergency procedures
- ✓ School schedules
- ✓ School handbook
- ✓ Building and Ground Map
- ✓ Building Discipline Manual
- ✓ Lunch and Recess Procedures
- ✓ Accessing Assistance
- ✓ Use of phones
- ✓ Personnel
- ✓ Universal Precautions



Ross Farber, Principal
Washington School -
Glendive, Montana

Orientation for the paraprofessional to the school district procedures and policies may be the first step toward making your transition to the school a more positive experience. This orientation may be given by the administrator, teacher, or special education teacher. Your fellow paraprofessionals will also be a helpful resource for you. All of these people will continue to guide you as questions arise. School policies, time sheets, fire drills, and universal precautions are a few topics that should be discussed. If a policy book isn't offered it may be a good idea to request one.

Orientation for Paraprofessionals Narration

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Assignment

Using your booklet, pages 3-5:

- Talk to your building principal and/or supervising teachers to get answers for the questions you have.

When ready to go on, hit ENTER or the click on the mouse button to continue with the presentation.

OPI Pg 15-16

It's time for your first assignment. Turn to pages 3-5 in your *Paraprofessional Orientation Manual*. Page 3 provides you some additional detail about how to get oriented to your school district. Pages 4-5 are checklists and questions of things to find out from your building principal or the teacher with whom you work. Stop now and identify several key questions you might have. When you return to your building, talk to one of the people about the questions you might have. This is an excellent guide for helping you "get off on the right foot" and know your way around the school and the expectations others have of you as a paraprofessional.

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The Role of the Paraprofessional & Other Team Members

OPI Pg 15-16

Please turn to page 16 of the OPI Resource Guide. In order for everyone to work together in an effective manner it is important to understand individual roles.

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The "I" and "We" in Team

Roles of Team Members

Paraprofessional Duties May Include:

- Behavior management
- Re-teaching or reinforcing skills
- Working with students in small groups
- Reinforcing self-help skills
- Assisting with mobility

OPI Pg 14-16

When anyone begins a new job, we are filled with questions and are unsure of our roles. It may be difficult for your supervisors to find time or to anticipate the things you may need to know. Page 21 of the OPI Resource Guide provides a great list of Do's and Don'ts for the Paraprofessional. Familiarize yourself with these points. They will clarify your role and help to avoid role confusion.

Orientation for Paraprofessionals Narration


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Paraprofessional Roles

Specific Responsibilities

- ✓ Carry out instructional programs and lessons in various learning environment
- ✓ Assist individual students in performing activities initiated by the professional.
- ✓ Reinforce learning with individuals in small groups.
- ✓ Assist the professional in observing, recording and charting behavior.
- ✓ Assist the professional with crisis problems and ongoing approaches to behavior management.



OPI Pg. 14-16

Specific responsibilities for paraprofessionals may and do include a wide variety of tasks. Special education teachers value the observations paraprofessionals make. The role of the paraprofessional is to assist and carry-out the IEP that was developed by the team. Data keeping is often an important tool to share information with the teachers, parents, and to provide documentation. The teacher will guide you as to how to take data and what type of data is needed. The paraprofessional often acts as a link between the inclusion classroom and the special education classroom among many other roles.


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Roles Defined....

Special Education Teacher

- Provides the basic instructional program for students
- Responsible for academic testing and observations
- Oversees the implementation of the student's program
- Case manager for the transdisciplinary team
- Responsible for providing guidelines and expectations for the Paraprofessional



OPI Pg. 14-16

In relationship to paraprofessionals, the Special Education/ Title 1 professional must function both in leadership and supervisory roles. Ultimately it is the responsibility of the certified teacher to ensure that student's individualized goals are being addressed appropriately. The paraprofessional serves under the supervision and direction of the certified person; often becoming an invaluable element to the educational process.


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Roles Defined....

General Education Teacher

- Usually initiates the special education referral for special education
- Sets the rules, guidelines, and expectations for the classroom
- Provides instruction




OPI Pg. 14-16

The general education teacher plays a collaborative role in meeting the needs of all students in the educational process. Communication and implementation of accommodations are essential roles for the general education teacher. The general education teacher will also be a part of the IEP team, working toward developing relevant goals and accommodations for each student.

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Assignment

Orientation Manual

- Refer to your packet – pages 6-8
- Work style Inventory – fill out the paraeducator inventory (pg.6)
- Have your supervising teacher fill out the Professional Work Style Inventory (pg. 7)
- Discuss the areas you are alike and pay particular attention to the areas that you differ. Address those areas (pg 8)

When ready to go on, hit ENTER or the click on the mouse button to continue with the presentation.



Please refer to pages 6-8 of the Orientation Manual for your assignment. You will be completing a Work Style Inventory, and then asking your supervising teacher to complete the Professional Work Style Inventory on page 7. These inventories act as a great tool to facilitate communication and a good work environment. I have utilized these inventories in my classroom for a number of years with great success, avoiding potential problems. Have fun with this activity. You will learn a great deal about yourself and the individuals with whom you are working.

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Tips for Team Building

Communication – Problem Solving

OP1 Pg.42-46

Four Essential Characteristics:

- Good Communication
- Trust
- Respect and Recognition
- Collaborative Problem Solving



Good teams are effective when they are goal oriented and utilize good communication skills to reach their goals. This is sometimes easier said than done. Remember- that a team must continually work on their communication skills. A team will be making decisions that will affect the child, parent and the people working with that child. For example, a child may be exhibiting behaviors that are aggressive. Each individual on the team will bring their own ideas and tolerance for this behavior to the discussion. The hard part will be coming to a consensus of what is acceptable for everyone on the team, while understanding each individual's view.

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Tips for Good Team Communication

- Adopt Common Purposes
- Pay Attention
- Listen Empathetically



Pay Attention....

When one is engaged in group discussion, be it at an IEP meeting, or a classroom staff discussion, it's important to be involved. Make sure you are using eye contact, and that in fact you are considering what the others are saying. Ask questions, help problem-solve, be an active listener.

Listen Empathetically...

When working with children, emotions and passions often run high. This makes it important to understand what your co-workers or team members are attempting to communicate. Listen for feelings, ideas,

Orientation for Paraprofessionals

Narration

intentions. Try to refrain from making conclusions, until you have heard everything and understand. This is also an important technique to use with children and parents. Imagine what the child and parent go through on a daily basis, before drawing conclusions.

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Check for Understanding...

Problem solving and listening to the ideas of a group can be difficult. We often misinterpret what one is attempting to communicate. Utilize non-judgmental paraphrasing, being careful of your body language and tone of voice. A good exercise is to record yourself, either with video or tape recorder to pick up on behaviors you may not realize you are using.

Avoid “Pseudo Listening”....

We all have our own personal communication styles. Those styles will be extremely important in working with a team and children. Attempt to listen without interrupting. Always try to understand what the speaker is saying, not what you want to hear. Don't focus on points of disagreement, there will always be things you won't agree on. However, the things that you do agree on will be the starting point for a particular goal to be accomplished.

Actively Listen....

To be a successful communicator, one should have empathy for the speaker. It's our duty to create a comfortable, non-judgmental, understanding environment where everyone feels safe to share ideas and concerns.

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- Members of the team must adopt the team concept
- Teams must be confident that good things will happen
- Teams must support one another
- Team members recognize what behavior norm expectations are

A paraprofessional will continually be involved in working with groups of people. To be successful, there are concepts that enhance trust-building.

A paraprofessional must have a team concept and know they are considered a valued part of the team. A positive team that is willing to work together can accomplish much.

Be supportive and work as a team. Without this concept the team will be hard-pressed to reach goals.

Team expectations may include arriving on time, being prepared, asking appropriate questions, showing respect and, of the utmost importance, displaying a positive attitude. Negative attitudes can destroy a team approach and a classroom environment.

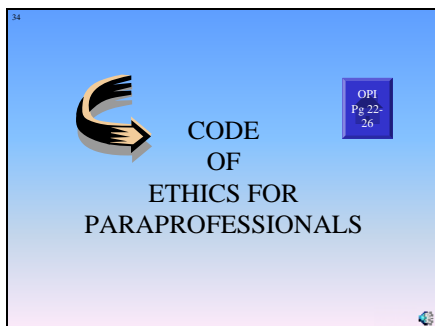
Paraprofessionals are required to problem solve and handle difficult situations.

Understanding, patience and ability to creatively problem solve are qualities that will see you through difficult situations.

Remember collaboration with your co-workers will help you to resolve issues in a positive manner.

There are trainings available throughout the state regarding the topics we have discussed. Contact your regional CSPD group for information regarding the possible trainings in your area.

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Paraprofessionals are members of an educational team. As such, they maintain ongoing relationships with their teaching colleagues, parents and many persons residing in the community. What binds those relationships is an expectation of trust that each person will perform his or her duties to best of his or ability following professional and ethical standards. Turn to pages 22-27 in your OPI Resource Guide as we discuss this section.

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Code of Ethics for Paraprofessionals

- Paras are members of an educational team.
- The philosophy and goals of the school must be understood and reflected in everyday working experiences.
- Paras must refrain from airing school problems.
- Management of student behavior should be fair.
- Paras should refrain from expressing differences of opinion or dissatisfaction with community or parents.

OPI Pg 22-26

By virtue of the paraprofessional's employment in the school, he or she becomes a representative of the school and its educational program. Their interaction with the community, both on and off-school hours, requires an extreme degree of professional sensitivity. This not only extends to confidentiality of school records but to student testing results and family information. Further, the paraprofessional must refrain from airing school problems between and among staff, discussing personalities of administrators, teachers and staff outside of the school environment and discussion problems with persons who are not part of the educational team. Paras should refrain from expressing differences of opinion or dissatisfaction of school policy or procedures with community or parents, the same rule applies of refraining to engage in similar discussions with students and their families.

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Reporting Child Abuse and Neglect

School personnel shall report any suspected child abuse case to one of the local Child and Family Service offices.

Indicators of child maltreatment:

- Usually observable
- Involve child's physical appearance
- May be skin or bone injuries
- May be lack of care and attention (i.e., malnutrition)

Child abuse includes emotional maltreatment, physical abuse, neglect and sexual abuse.

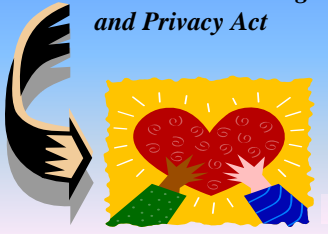
OPI Pg 22-23

If any school staff member has reasonable cause to suspect that a child is being abused or neglected, it remains that individual's obligation to see that the situation is reported to the local Child and Family Services office, law enforcement or county attorney. Indicators of child maltreatment include physical appearance, skin or bone injuries or lack of attention. Several more guidelines for dealing with children in abusive situations can be found on page 23 of the OPI Resource Guide.

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Confidentiality is mandated by the Federal Education Rights and Privacy Act



Confidentiality is a very important issue when delivering special education or other educational services. The paraprofessional, by virtue of the position, has access to a wealth of sensitive information pertaining to individual students. All such information is privileged and confidential and must be managed with extreme care.

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Control information about the students.
Only share information with those who have a need to know.
Never discuss school information regarding students while attending social events.
Forward inquiries regarding students to teachers and supervisory personnel.
Interact with those who inquire in a manner in keeping with your responsibilities.
Don't discuss student situations in the lounge with staff that have a need to know.
Explanations for not discussing a student are easier for inappropriately divulging confidential information.
Not sharing is caring.
Think about privacy.
It's important that things that happen at school, stay at school.
Appropriate information exchange carries with it responsibility.
Learn how to handle uncomfortable inquiries in positive and courteous, but confidential, ways.
Identify acceptable ways that the necessary people can access information.
Treat confidential information as if your job depends on it...it may.
You are part of positive public relations for schools. Confidentiality is a cornerstone. Protect it!


OPI Pg 26

Paraprofessional Connection, Eagle River WI

Once again, confidentiality is a very important issue. It is easy to forget and talk about a child in the hallway, in the teacher's lounge, in the classroom in front of other children or even in the community. To assist you in remembering, print out page 26 in your OPI Resource Guide and post it in a prominent place.


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 **Assignment**

- *Assignment: (page 9 in Orientation Manual)*
- *Using the OPI Resource Guide for Administrators, Educators and Paraprofessionals, answer the two questions on this page about situations that may face paraprofessionals.*

When ready to go on, hit ENTER or the click on the mouse button to continue with the presentation.




Turn to page 9 in your Orientation Manual Use the OPI Resource Guide to find the answers to the following questions about situations that may face paraprofessionals. Just do page 9 at this time.

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MANAGING STUDENT BEHAVIOR

OPI Pg 48-51



Please turn to page 48 in the OPI Resource Guide. We will be discussing managing student behavior. Student's behavior often has one of the largest impacts on us, and students. There are many different approaches to managing behavior. Behavior covers a wide range of expectations and individual tolerances to given situations. It is important to understand each person's role in behavior management. The paraprofessional is to follow the lead of the teacher, and to support his or her type of behavior management. Consistency is of the utmost importance when managing student behavior.

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Managing Student Behavior

OPI Pg 48-51

- Remember behavior is a form of communication.
- There are many different approaches to managing behavior.
- In managing students' behavior, it is important to understand each person's role.

Behavior is a form of communication. It is helpful to not take behavior personally, however explore where that behavior is coming from. A student may not have had dinner the previous night and then came to school without breakfast. How well would you handle hunger?

When discussing the background behind given behaviors, the child with autism often can provide insight. A child with autism has difficulty making sense of our

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world; it is a constant struggle for them to function in our world. If their routine is changed in the slightest way it can cause immense anxiety and resulting behavior. We must become detectives to solve the puzzle of what may have caused the confusion and then teach techniques to deal with the resulting anxiety. Relaxation techniques, quiet areas, social story scripts are techniques that work well with the child with autism.

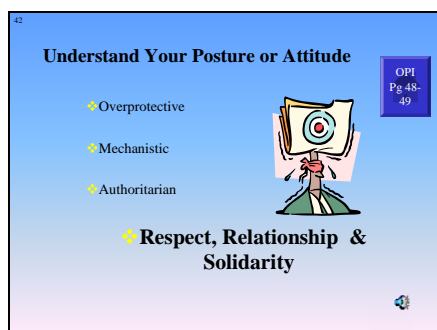
There are many varied approaches to behavior issues; some are helpful some are not. These will be discussed more specifically later in this orientation. It is important to keep an open mind to creative problem solving, and individual roles when working with children.

Behavior is a common occurrence with the special needs classroom. It is important to remain calm and supportive when a student is displaying behavior. There are four different “postures” or “attitudes” that affect how we react in difficult situations: **Overprotective** communicates a message to the student that they are in charge, he or she has no limits.

Mechanistic follows the given behavior plan or attempts to use the same approach for every child. This approach will not work for every child. It is important to understand each child on an individual basis. Some children can be humored out of poor behavior, others need reassurance. Each situation needs to be looked at on an individual basis.

Authoritarian – this approach often follows negative consequences and the attitude of “I’m in charge and you will follow my rules.” When we engage in power struggles with children it ignores the reason why the behavior occurred and creates new behavior problems. There is nothing wrong with letting a child have the last word, or re-directing them. We are the winners if we get them to complete a given task without their behavior escalating. An

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Orientation for Paraprofessionals Narration

example of this may be a middle school child who feels the need to come to class late each day. Rather than engaging in a power struggle everyday, be creative, plan engaging activities that begin immediately, pass out rewards to those who are in class on time.....many creative ways can solve the problem. Give choices as much as possible. This gives children an opportunity to have some control.

Respect, Relationship, and Solidarity-

This is the posture that we all should strive for. This approach resolves conflict and provides direction and positive support. Showing respect and building relationships with students has a positive impact on student behavior. Students respond well to understanding that there is consistency among the adults who work with them.

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Consider the Message Behind The Behavior

- **Attention** ("Hey, give me some recognition!")
- **Power** ("Give me some control!")
- **Escape** ("I need some freedom!")
- **Play** ("Let's have some fun!")
- **Self - Regulation** ("Ah! That feels better!")

Remember behavior is communication. We need to try to understand the message behind the behavior. Students may be using behavior to communicate these different messages.

Attention – ("I need someone to notice me. I don't care if I get positive or negative attention, just give me some attention.")

It is sometimes difficult to find the right way to give students attention, some students can't handle praise.

Power – ("I need control – give me control.")

Power struggles can be very damaging for the student and the adult. There is nothing wrong with giving the child some control. Giving children choices is one way to give this child some feeling of empowerment, thus preventing behavior problems.

Escape – ("I need some more freedom")

This child may benefit from personal space, or responsibilities that give them a sense of freedom and accomplishment.

Play – ("I'm a free spirit...let's have some fun!")

Creative outlets may be considered for this child. This is a child who may benefit

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from being a peer tutor, where they are given the opportunity to see education in a different mode.

Self – Regulation (“Ah! That feels better!”)

This child may have anxiety built up and they will explode and release all that negative energy. Opportunities to do deep pressure exercises or relaxation techniques may be helpful for this student.

Daily schedules, either picture or word schedules can help a child have control over their environment and make sense of a world that sometimes doesn't make sense.

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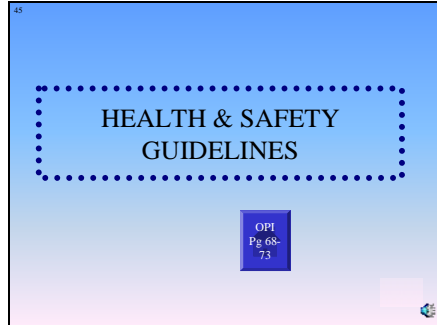
Do's and Don'ts for Managing Student Behavior		OPI Pg 51
Do: <ol style="list-style-type: none">1. Pay particular attention to students as individuals.2. Treat students with respect.3. Encourage discussion and expression of feelings.4. Encourage and praise students' sincere efforts.5. Enjoy students.6. Make students aware that you accept them.7. Make yourself available to students.	Don't: <ol style="list-style-type: none">1. Expect children to think, act and feel as adults.2. Compare students with their peers.3. Show favoritism.4. Be insincere.5. Give unrealistic encouragement.6. Unnecessarily limit your expectations of the student.7. Engage in arguing with students.	

Behavior is often the most prominent issue in working with children. Behaviors often make us feel frustrated, powerless and sometimes helpless. Page 51 of the OPI Resource Guide lists Do's and Don'ts for managing student behavior. Review these tips and possibly make yourself a poster to keep near your desk. They will be good to review often.

Always be sincere and consistent when working with children. They will know if you are not interested in them and will respond accordingly. Treat children with respect in all situations, and always try to understand what is causing them to behave poorly. The child with autism may have had a change in schedule on the way to school and is attempting to make sense of his day. Reassuring and discussing the daily schedule can help this child greatly. Another child may have had parents who were fighting the night before or didn't have dinner or breakfast. Keep breakfast bars in the classroom, teach children relaxation techniques, play relaxing music, give children choices, or space. These are a few techniques to consider in dealing with behavior. Creativity and patience are needed!

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The next section of this presentation is about Health and Safety Guidelines. Please turn to page 68 in the OPI Resource Guide to follow along with this presentation. Many paraprofessionals in school settings, depending on their position, may have a high level of physical contact with students with whom they work. This may include assisting students with eating, toileting, personal hygiene, lifting, using therapeutic equipment, pushing a wheelchair or assisting with a specific health-related need.

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It is important to understand how to carry out these job expectations while keeping everyone safe.

Universal Precautions- the school district will be expected to update and provide staff with inservice information regarding universal precautions. Universal precautions are a series of actions and activities that are used across the school day to keep the staff safe from the risk of infectious diseases or from spreading infectious disease to others.

1. During the school day, wash hands as often as possible, preferably between working with students. Use soap and hot running water
2. Use disposable gloves- use these gloves only once. Use them for any activity that may include contact with bodily fluid
3. If a room surface has blood or bodily wastes on it, it will need to be cleaned immediately.

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Seizures

OPI Pg 69

- Remain calm/ provide privacy.
- Time the seizure. Note details.
- Do not restrain or interfere with his/her movements.
- Help person lie down.
- Cushion head.

- Try to turn person on side.
- Clear area around the student.
- Loosen any tight neckware.
- Do not put anything in his/her mouth


Seizures are not uncommon events in the school setting. Some students with special needs have seizure conditions. Typically they are controlled by medications. Discuss with the supervising teacher what the seizure might look like. The key to handling seizures is to keep the child safe. Move all items away from the student and help him or her lie down. Clear the area away and provide privacy. Do not put anything in his/her mouth.

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Medications

OPI Pg 70



State and Federal laws prohibit the delivery of medications to students by an adult in the school unless the adult has had specific training under the supervision of a nurse.


State and federal laws prohibit the delivery of medications to students by an adult unless that adult has had specific training under the supervision of a nurse. Paraprofessionals seldom hold this responsibility for delivering medication.

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Assist Students With Eating

OPI Pg 70



- ❖ Use disposable gloves when direct skin contact with saliva is expected.
- ❖ Hand washing is important before and after feeding.
- ❖ Seat the student as upright as possible.
- ❖ Sit at eye-level with the student.
- ❖ Use a metal spoon, or adapted spoon. **Do not use plastic.**
- ❖ Use small amounts of food.
- ❖ Place food on the center of the tongue.
- ❖ Give 1-2 swallows of liquid at a time.

Some students with disabilities require assistance with feeding. This may include completely feeding a student who is unable to feed him/herself; preparing food and giving physical prompts or visually monitoring students during meal times. Many of these students will have individualized feeding programs in which an occupational therapist, speech pathologist or supervising teacher will provide training. However some basic guidelines for feeding are listed here and also can be found on page 70 of the OPI Resource Guide.

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Eating Etiquette

OPI Pg 70

- ❖Talk to the student while feeding.
- ❖Tell the student when a bite of food is offered.
- ❖Make sure food has been swallowed before delivering the next bite.
- ❖Review the Heimlich maneuver.
- ❖Ask what procedures are used for a student who uses a wheelchair.
- ❖CPR training is recommended.

Hand washing is important before and after feeding. Tell the student when a bite of food is offered and identify the food item. Make sure the food has been swallowed before delving the next bite. It is recommended that persons who feed students be trained in first aid and CPR.

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Wheelchair Safety

- ❖ Follow recommendations from Physical Therapist
- ❖ Always set wheelchair brakes when placing a student in or removing him/her from a wheelchair.
- ❖ Place students in a wheelchair with his/her buttocks as far back in the seat as possible.
- ❖ Fasten seat or hip belts first, secure to a snug position.
- ❖ Check feet to make sure they are in the foot rests.
- ❖ Always discuss the destination if you are escorting a student.
- ❖ Always set the brakes if you are coming to a stop, even if it's for a few seconds.

OPI
Pg 71



Placing students in a wheelchair can be a complicated procedure and should be discussed with a supervisor or therapist before attempting to do so. Unless the therapist has a specific procedure that is followed, the following guidelines should be helpful for most students who use a wheelchair. Always set wheelchair brakes before placing a student in or removing a wheelchair. Fasten belts and make sure feet are in correctly. Always discuss destination if you are escorting a student. And always set brakes if you are coming to a stop, if even for a few seconds.


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Lifting, Handling and Transferring Students

- Use foresight and planning prior to all attempts to transfer a student.
- Lifting a child, alone, who weighs more than 1/3 of your body weight is dangerous and should be avoided.
- With large students, two-person lifts must be used.
- Always get help the first time lifting a student.
- Paraprofessionals who are under the care of a physician and have physical restrictions for lifting, must notify their supervisor or therapist prior to participating in training or lifting and transferring students.


OPI
Pg 72



Some students have physical needs so significant that an adult must move them from place to place. Lifting, carrying and transferring students are all potentially dangerous situations. To prevent injury, it is important to learn how to safely transfer a student. Always ask for training from someone who understands the needs of the child and how to lift and transfer safely for both the child and the staff.

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Rest Room Assistance

- Changing diapers
- Assisting student to and from the toilet
- Physically assisting a student with pulling pants up or down before and after using the toilet
- Visually checking to make sure a student has successfully used the restroom or just reminding a student that it is time to use the restroom.
- Use disposable gloves.


OPI
Pg 73

Many students with disabilities require assistance using the restroom. While assisting with any of the listed procedures that require physical contact, wear disposable gloves. If a student requires a diaper change, request demonstration and supervision the first time. Remember the dignity of the student must be regarded and respected at all times.

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
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Assignment

- Assignment: (page 10 in Orientation Manual)
- Using the OPI Resource Guide for Administrators, Educators and Paraprofessionals, answer these two questions about situations that may face paraprofessionals.

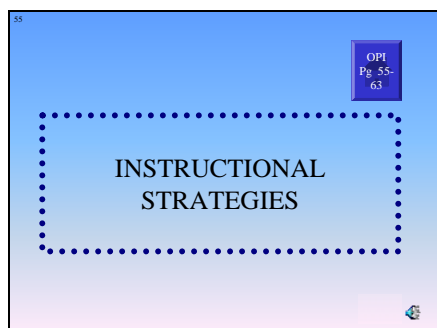
When ready to go on, hit ENTER or the click on the mouse button to continue with the presentation.

Turn to page 10 in the Orientation Manual. Use the OPI Resource guide to answer the questions for situations 3 and 4 on this page. If you haven't already noticed, you can check your answers to these situations with the answer key on the last page of your Orientation Manual.

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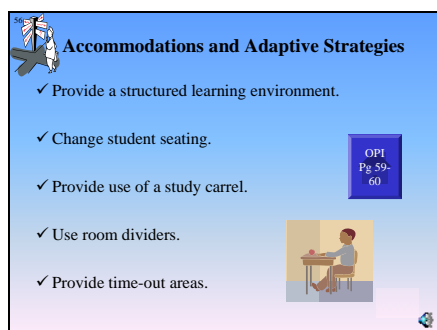
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Please turn to page 55 in the OPI Resource Guide as we begin our discussion on Instructional Strategies.

Instructional Strategies cover a wide variety of techniques that will help the child who has been unsuccessful in the classroom. The paraprofessional will always follow the plan given to them by the certified staff, however they will be implementing and providing feedback regarding individual children and the given educational plan.

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Two key attributes to be effective in working with children are flexibility and creativity. Our students have failed in the regular classroom, sometimes for years. We can implement minor changes or modifications and make wonderful positive changes for children. For all accommodations and adaptive strategies, the paraprofessional should implement changes in collaboration with the inclusion teacher and special education teacher. The IEP team will have often decided what accommodations must be in place, however everyday classroom situations call for quick adjustments. These adjustments are often the responsibility of the paraprofessional. This is also what makes you such a valuable part of each child's educational component. The OPI Resource Guide gives a great collection of accommodations and strategies in the domains of environment, organization, methodology, and curriculum. These strategies should be reviewed and utilized on an individual basis. They can be found on pages 59-60.

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Organizational strategies are specific to the students' needs. A non-verbal or limited communication student with behavior issues may benefit from the use of a communication book, which goes back-and-forth from home and covers the highlights of his day. A written or picture schedule can help the child with autism make sense and organize his or her day. A child who has a learning disability may benefit from a folder system to organize papers or the use of a binder and pencil pouch. Assignment sheets or daily agendas may be helpful for keeping assignments straight.

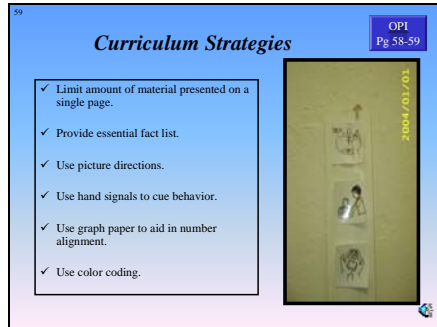
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A student may require partially written notes, where they can fill in key words. A student who reads poorly, may benefit from having the tests read to them. On the other hand a student who has difficulty writing may benefit from dictating essay answers or using an Alpha Smart to type answers or written assignments. They may also benefit from using other technology to complete assignments, such as programs that allow them to dictate material into the computer and the computer will type it for them, and map programs where they can click and drag the labels to the map. Students who have visual issues may benefit from enlarged text, the use of highlighted material, books on tape, tests that are divided with each part of the test placed on individual separate pages.

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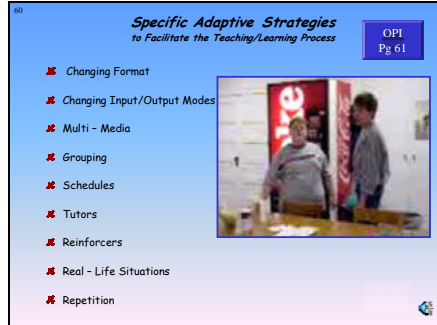
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Teaching study skills, test-taking strategies, or using additional materials such as concept maps to clarify the given material may help students. Increasing the allotted time, allowing students to complete tests in an individualized setting, using hand cues to help with behavior or social skills all may help students with anxiety or individualized needs. A student with limited reading skills may benefit from using picture directions rather than written directions. Picture directions or social story strips are helpful for students with autism. A complete list of strategies again can be found in the OPI Resource Guide on pages 52-61. You will find as you work with students that varied, wide-ranging techniques can be utilized for individual needs.

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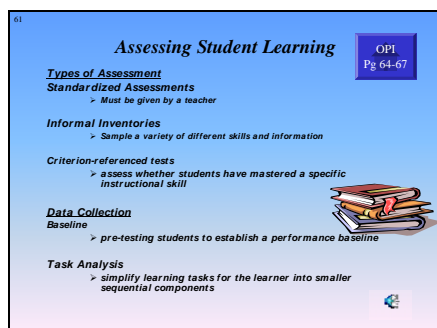
Specific Adaptive Strategies may include changing input/output modes. For example, it is important to determine a student's strongest mode of learning and develop learning experiences around that mode. A child who is an auditory learner, would do well with books on tape, classroom discussion, and lecture. This child may benefit from having directions read or restated to him or her several times. Multi-media may be used in the form of games, videos, or computer software. Voice generated communication devices may be helpful. Manipulative objects may be used to teach fractions or counting. Peer tutors or paraeprofessionals may be used to individualize and provide modifications.

Learning materials need to be relevant to the individual student's needs. A student may need real life situations to gain understanding or motivation to learn a skill. The pop machine may be utilized to teach sorting skills, counting, money skills, and ordering skills. A school store can be utilized to teach social skills and communication skills along with many other skills. These tasks make sense to the student.

Our students often need repetition to gain new skills. We need to build opportunities to practice skills over and over to gain mastery.

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Information about student performance helps the teacher make instructional decisions. Before instruction, data is gathered through formal and informal assessments to determine the student's needs. This data is used to develop an educational plan.

There are different types of assessments. Standardized Assessments have detailed procedures for administration. These tests are administered by certified staff.

Informal Inventories sample a variety of different skills. The paraprofessional will often be involved in giving informal inventories. It is important for the paraprofessional to communicate the type of prompts or cues allowed and how they were documented.

Criterion-referenced tests assess whether a student has mastered a specific instructional objective. Good documentation of prompts is important with this testing. The current Criterion – Referenced test utilized in Montana is to be given only by a certified teacher.


Data Collection is essential in the classroom to keep track of a student's progress and needs. A baseline is often done prior to teaching a new skill. The baseline becomes a reference point for evaluating progress. The teacher will develop the parameters for the baseline and the paraprofessional will often implement the baseline.

The OPI Resource Guide has great examples of Task Analyses on pages 66 and 67. A Task Analysis is a process that is used to break down a desired skill into smaller components that are easier to learn. Task Analysis is often useful with behaviors, allowing one behavior to be addressed at a time while building replacement skills.

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Assignment

- *Assignment: (page 11 in Orientation Manual)*
- *Using the OPI Resource Guide for Administrators, Educators and Paraprofessionals, answer these 2 questions about situations that may face paraprofessionals.*

When ready to go on, hit ENTER or the click on the mouse button to continue with the presentation.



Now turn to page 11 Orientation Manual. Again use the OPI Resource Guide to answer these 2 questions about situations that may face paraprofessionals. Remember to check your answers with those on the last page of the Orientation Manual.

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Professional Development


- It is important to identify your professional developmental needs.
- Increase skills to assist in classroom



This orientation is designed to be just an introduction to the skills needed as a paraprofessional. It is important to identify your professional development needs so that you may gain more skills to assist in the classroom.

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ASSIGNMENT

Orientation Manual

Use the checklist on pages 12-16 to identify the areas of need for additional training and professional development.

When ready to go on, hit ENTER or the click on the mouse button to continue with the presentation.



Your next assignment is to fill out the checklist on pages 12-16 of the Orientation Manual to assist you in identifying the areas where you might need additional training and professional development.


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Professional Development

- *Once you have completed the checklist Discuss with your supervising teacher and/or principal which areas are needed for your position and develop a plan to meet those needs on pages 17.*
- *Copy and use page 18 to record the training you have attended.*

When ready to go on, hit ENTER or the click on the mouse button to continue with the presentation.



Once you have completed the checklist, identify the areas that you feel you need to gain more skills. Using page 17, discuss with your supervising teacher and/or principal which areas are needed for your position and develop a plan to meet your needs. Copy and use page 18 to record the trainings you have attended.

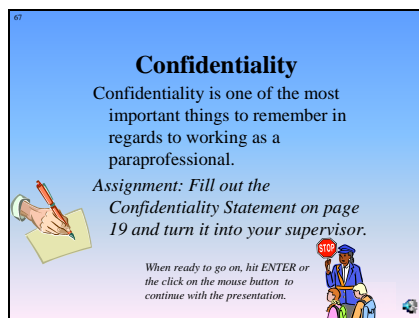
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There are several locations for resources for paraprofessionals. The OPI/ CSPD website has several paraprofessional resources, including this OPI Resource Guide. You can also find information about trainings offered through the five Montana CSPD regions throughout the state. Another website is the Montana Center on Disabilities Paraeducator website. They have many resources on a variety of topics available to check out to assist paraeducators and those who work with them.

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Once again, confidentiality cannot be stressed enough in the school. Your final assignment is to read and fill out the Confidentiality statement on page 19 and turn the completed booklet into your supervisor.

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We would appreciate any feedback you have about this presentation- both positive and suggestions for improvement. Please email comments to Nancy Marks or Susan Bailey Anderson.

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We hope you have enjoyed our Paraprofessional Orientation. Have a great day and be safe and informed out there.

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Thank you for joining us.